DOCUMENT RESUME

ED 193 499 CE 026 937

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TITLE Attitudes Toward Vocational Education and the Relationship between Family Income and Participation in Vocational Courses.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE Feb 80
NOTE 34p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults: Boards of Education: Career Education: *Educational Attitudes: *Educational Benefits: Education Work Relationship: Elementary Secondary Education: *Family Income: National Surveys: Public Opinion: Relevance (Education): *Vocational Education

ABSTRACT

In a national public opinion survey of more than 4,000 adults and a survey of 830 National School Boards Association (NSBA) members at their 1979 national convention, 86 percent of the public and 93 percent of the NSBA respondents endorsed vocational education. Approximately three-quarters of the public but less than half of the NSBA members were in favor of more emphasis by the schools on career preparation through vocational programs. In addition, approximately one-third of the public respondents said they would like to take vocational courses at the present time if they were available. Also, 85 percent of those who reported having received vocational training said the training was "very useful" or "somewhat useful" later in their lives. While these findings were favorable toward vocational education, about one-quarter of both groups of respondents said that present programs prepare students for jobs "not too well" or "not well at all," while 18 percent of the public respondents were undecided or uninformed about the quality of job preparation. Preliminary and tentative analysis of the relationship between participation in vocational training and family income yielded results suggesting that primary wage earners who had taken vocational courses had significantly higher family incomes than similar respondents with no vocational training. (KC)

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ATTITUDES TOWARD VOCATIONAL EDUCATION AND THE RELATIONSHIP BETWEEN FAMILY INCOME AND PARTICIPATION IN VOCATIONAL COURSES

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CE 026 937

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
FOREWORD	vi
EXECUTIVE SUMMARY	vii
INTRODUCTION	1
RESULTS	5
Question: In your opinion, how important is it for the schools to provide students with opportunities to learn occupational skills?	5
Question: Do you think the schools (in your district) should give more or less emphasis to career preparation through vocational education programs?	6
Question: How well do the vocational programs offered by the high schools and community colleges (in your school district) prepare young people for jobs?	7
Question: Did you, yourself, ever take any vocational or other job preparation courses in high school or community college?	9
Question: (For those who reported taking vocational or other job preparation courses.) How useful did this training turn out to be?	10
Question: Are there any courses, like those on the card, that you would like to take at the present time if they were available?	10
Question: (For those who indicated they would be interested in taking courses.) Would these courses be job-related, either (in your present job or a future job, or would they be for some other reason, not job related?	11

Page

RELATIONSHIP BETWEEN FAMILY INCOME AND PARTICIPATION IN VOCATIONAL EDUCATION. 12

REFERENCES. 14

TECHNICAL APPENDIX. 15

LIST OF TABLES

			Page
Table	1	Selected Characteristics of National Adult Population and Public Opinion (Caravan) Sample.	3
Table	2	Characteristics of Respondents to National School Board Association Survey.	4
Table	3	National School Board Association Reasons for More or Less Emphasis on Vocational Education	8
Table	4	Family Income by Educational Attainment of Respondents with Two Years of College or Less, Who Had or Had Not Received Vocational Preparation	13
Appendix Table	1	Public Opinion (Caravan) Survey Questions and Response Options. . . .	16-18
Appendix Table	2	National School Board Association Survey Questions and Response Options	19
Appendix Table	3	Percentage of National School Board Association Members Who View Vocational Education as Very Important by Age, Sex, and Income . .	20
Appendix Table	4	Public Support for More Emphasis on Vocational Education by Selected Characteristics.	21
Appendix Table	5	National School Board Association Members Who Supported More Emphasis on Vocational Programs by Selected Characteristics	22
Appendix Table	6	Percentage of Public Opinion Respondents Who Indicated That Schools Are Preparing Student Not Too Well or Not Well At All for Jobs by Selected Characteristics	23

LIST OF TABLES

(Continued)

			Page
Appendix Table	7	Percentage of Public Opinion Respondents participating in Vocational Training by Selected Characteristics.	24
Appendix Table	8	Percent of Public Opinion Respondents Who Would Like to Take Vocational Courses by Selected Characteristics.	25

FOREWORD

The Constitution of the United States places the responsibility for education with the states rather than establishing a national system of education. In carrying out these responsibilities, state governments have made provisions for either appointed or elected state and local boards of education.

Historically, American education agencies have had strong local autonomy and citizen participation in the education decision making process has been one of its hallmarks. Opinions are often sought from local advisory councils, parent-teacher organizations, and the public in matters relating to policy decisions.

This report is an initial attempt at obtaining information from the public and local boards of education regarding vocational education. In obtaining this information we have tested the feasibility of placing questions on other data collection efforts in a cost effective manner. It is our intention that further information of this type will be made available as other opportunities for joint data collection efforts occur. The National Center is seeking these opportunities and we solicit your suggestions regarding this approach.

The National Center is indebted to Thomas A. Shannon, Executive Director; and Rob L. Olcott, Director, Information Services of the National School Board Association and to Trudy Bers of Oakton Community College (Illinois) for including questions in the survey distributed at the 1979 National School Board Association Convention. Additionally, appreciation is extend to Morgan Lewis, Edward J. Morrison, Nina Selz, Douglas McElwain, and Patricia Fornash who were responsible for designing, collecting, analyzing, and reporting information.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

Executive Summary

Two national public opinion surveys and a survey of members of the National School Board Association (NSBA) focusing on attitudes toward vocational education were conducted in 1979. Information was also collected on educational history and family income in the public surveys, thus allowing an analysis of the relationships between participation in vocational training and family income. In the public opinion surveys 2,083 adults 18 and over were interviewed in January 1979 and 2,054 were interviewed in July 1979. The survey of 830 NSBA members was conducted at their April 1979 national convention.

Overall, the results of these surveys were quite favorable toward vocational education. Eighty-six percent of the public and 93 percent of the NSBA respondents endorsed the importance of providing an opportunity to learn occupational skills in the schools. Approximately three-quarters of the public (77 percent), but less than half (43 percent) of the NSBA members were in favor of more emphasis by the schools on career preparation through vocational programs. Those respondents on the NSBA survey who stressed more emphasis felt it was needed for those students who are not college bound or wanted more emphasis because their present vocational programs were inadequate. In addition, approximately one-third (35 percent) of the public respondents said they would like to take vocational courses at the present time if they were available. Similarly, 85 percent of those who reported having received vocational training said the training was "very useful" or "somewhat useful" later in their lives.

While the above findings were favorable toward vocational education, questions which required respondents to evaluate present programs revealed both more uncertainty and more diversity of opinions. About one-quarter of both the public and the NSBA respondents said that present programs prepare students for jobs "not too well" or "not well at all". On the public survey 18 percent were undecided or uniformed about the quality of job preparation.

Analyses of the relationship between participation in vocational training and family income yielded suggestive results. This relationship was studied using the family incomes of respondents with two years of college or less and who also identified themselves as the primary wage earner in their family. The respondents who were primary wage earners and who had taken vocational courses reported significantly higher family incomes than similar respondents with no vocational training.

This conclusion must be tempered, however, because the survey obtained family income rather than income of the respondents. Thus, the dependent variable, income, could be influenced by the income of other members within the respondents' households. Since the data could not be separated into the respondent's income and family income, this source of error could not be eliminated and its effect on the results could not be determined.

Attitudes Toward Vocational Education and the Relationship Between Family Income and Participation in Vocational Courses

Introduction

Vocational education is under increased pressure for accountability by the American public and its elected representatives. Americans are demanding rapid improvement in all areas of education and no longer seem willing to support lax school performance, particularly in light of the $80 billion education budget projected for 1979-80 (U.S. New & World Report, Sept. 1979). In addition, a recent survey found that public confidence in education has fallen to its lowest point in six years (National Center for Educational Statistics, 1979).

With this increased concern for the cost and general thrust of education, knowledge of the public and their representatives attitudes toward education is vital. Although the Gallup Poll has surveyed the public's attitudes toward the schools for the past eleven years, there has been only general information on attitudes toward vocational education. In the past, the public has shown strong support for an emphasis on career preparation in the public schools. It seems that most Americans believe the schools should prepare students for jobs directly upon graduation, particularly if the student makes a choice not to continue in school (Elam, 1973).

To obtain more focused information regarding opinions toward vocational education by the public and their representatives, specifically school board members, the Evaluation and Policy Division of The National Center for Research in Vocational Education attached a short set of questions to two public opinion surveys being conducted by another division at the National Center, and to a survey being given to school board members at the April, 1979 convention of the National School Board Association. Because these questions were added to studies with other main focuses, they were designed to yield an explanatory, pilot assessment of opinions rather than an indepth, definitive one.

In addition to exploring attitudes toward vocational education, the public opinion surveys collected background data on the respondents family income and educational history. Since the

relationship between participation in vocational education and subsequent labor market experiences is a matter of considerable debate, these data were used to conduct some exploratory analyses of the relationship between income and participation in vocational education.

Method

Subjects. Two general public Caravan Surveys were conducted by the Opinion Research Corporation of Princeton, New Jersey. One survey was conducted in January, 1979, the other in July, 1979. Both surveys used national probability sampling techniques designed to yield a representative sample from the population of approximately 150 million persons eighteen years or more of age living in private households in the continental United States. In the January poll, 2,083 persons were surveyed while 2,054 were interviewed in the July survey. Table 1 compares the population and the weighted Caravan samples on the characteristics of age, race, and geographic region. Weighting was used to ensure the interviews were representative of the total adult population. All of the results presented in this paper were based on weighted samples of 5,761 for the January poll and 5,762 for the July survey.

The National School Board Association survey was conducted at the convention held in April 1979. The survey was given to all persons attending selected sessions of the annual conference. In total, 830 questionnaires were completed. Table 2 gives an overview of the characteristic of the respondents and the school district they represented.

Survey instruments and procedures. Since the survey questions were attached to the Caraven Surveys and the National School Board Association Survey, the questions focusing on vocational education were only a part of those posed to respondents. Appendix Tables 1 and 2 presents the questions focusing on vocational education. All interviews for the public opinion survey were conducted by the field staff of the Opinion Research Corporation in the homes of the interviewees. Questionnaires for school board members were handed out at selected sessions of the NSBA convention and collected at the close of the sessions. All NSBA questionnaires were anonymous.

TABLE 1

Selected Characteristics of National Adult Population and Public Opinion (Caravan) Sample

Characteristics	January, 1979		July, 1979	
	Population	Caravan Sample	Population	Caravan Sample
Age				
18-29 years	30%	31%	30%	31%
30-44	25%	25%	26%	25%
45-59	23%	22%	22%	22%
60 years and over	22%	22%	22%	22%
Race				
White	88%	89%	88%	87%
Nonwhite	12%	11%	12%	13%
Geographic Region				
Northeast	23%	23%	23%	23%
North Central	27%	27%	27%	27%
South	32%	33%	32%	32%
West	18%	17%	18%	18%

Number interviewed: January, 1979 = 2,083

July, 1979 = 2,054

TABLE 2

Characteristis of Respondents

to National School Board Association Survey

Position	NSBA Sample
School Board Member	91%
Superintendent	6%
Other	2%
Type of School District	
Rural	30%
Small Town	28%
Suburban	31%
Urban	11%
Size of School District	
Up to 1,600 students	28%
1,601 to 4,000 students	31%
4,001 to 13,200 students	37%
13,201 to 27,000 students	9%
27,000 and up students	5%
Sex	
Male	71%
Female	27%
Age	
22-37 years	18%
38-42	18%
43-47	20%
54-58	10%
59-up	12%

Table 2 - (Continued)

Annual Gross Income	NSBA Sample
0 - 4,999	1%
5,000 - 9,999	1%
10,000 - 19,999	12%
20,000 - 29,999	28%
30,000 - 39,999	26%
40,000 - 49,999	11%
50,000 - 59,999	6%
60,000 or more	11%
No response	4%

Number completing questionnaires - 830

Results

The percentages reported below are subject to a sampling error of plus of minus 2.2 percent for the public opinion surveys, and plus or minus 3.5 percent for the school board survey.

Question: In your opinion, how important is it for the schools to provide students with opportunities to learn occupational skills?

	% Public	% NSBA
Very Important	85.8	57.1
Important	*	35.7
Somewhat important	12.2	**
Not too important	1.1	4.7
Not important at all	.2	.1
Undecided/don't know	.5	.2
No response	.2	2.2

*The response category "Important" was used only on the NSBA survey.
**The response category "Somewhat important" was used only on the public opinion surveys

It is not possible to make direct comparisons of the public opinion and NSBA results on the question presented above because different alternatives were provided for the second most positive response. Nevertheless, both groups strongly supported the schools providing opportunities for students to learn occupational skills. In the context of both questionnaires, it was clear that the references was to the public schools. The results for the public opinion surveys were consistent across groups when analyzed by age, sex, education, occupation, income, geographic region, city size, race, and family composition.

Detailed data from the NSBA survey (Appendix Table 3) showed that more males (62 percent) than females (50 percent) felt that occupational preparation is very important. Only 25 percent of the NSBA respondents who earned under $5,000 and 38 percent of those less than thirty-eight years of age endorsed the "very important" response.

When the very important and important responses are combined, almost all NSBA respondents concurred that occupational preparation is an important function of the schools (92.8 percent).

Question: Do you think the schools in your district should give more or less emphasis to career preparation through vocational education programs?

	% Public	% NSBA
More emphasis	77.1	43.1
Present emphasis appropriate	14.7	49.4
Less emphasis	1.7	2.8
Undecided/Don't know	6.3	1.4
No response	.3	3.3

A large majority of the public (77.1 percent) endorsed more emphasis on career preparation through vocational programs, while less than half of the NSBA respondents expressed this view (43.1 percent). A substantial proportion of the NSBA felt that the present emphasis is appropriate. More of the public was unsure about what emphasis is appropriate (6.3 percent).

The more detailed analyses presented in Appendix Table 4 showed that support for more emphasis by the public was related to the age, education, occupation, geographic region, household income, and race of respondents. Strongest support was by those who are younger, have more education (but not college graduates), are in blue collar skilled occupations, live in the northeast,

and are non-white. Lesser endorsement was found among those who are over sixty years of age, retirees, college graduates, in households with less than $ 7,000 per year income, residents of the north central region, and who are white.

Since there was little support for reduced emphasis in any subgroup, variations among the groups as to support for more emphasis is attributable largely to judgements and knowledge about present emphases. More than 10 percent of those sixty and older, of those with less than high school education, of retirees, and of households with less than $ 7,000 annual income reported that they were undecided or don't know whether more or less emphasis is needed.

The responses of the NSBA respondents were also analyzed to detect characteristics associated with their answers on whether vocational education should receive more or less emphasis. Appendix Table 5 presents the percentage supporting more emphasis by age, sex, income, and hours per month spent on school board matters. The patterns are rather mixed. Females were less likely than males to support more emphasis. Younger (42 years of age or less) and older (64 years of age or more) board members were less likely to support more emphasis on vocational education than those in between. Members who earned the highest income were least supportive and those who worked the most hours per month on board matters were the most supportive.

On the NSBA survey those respondents who indicated there should be more or less emphasis on vocational education were asked to explain the reasons for their responses. Not all the respondents explained their reasons. Forty-three percent of the school board members had indicated there should be more emphasis, but only 33 percent gave reasons for their answers. The major reason given (Table 3) referred to concerns for those students who were not likely to continue their education. Respondents from rural districts, females, and those with higher incomes were more likely to state this reason.

Question: In your opinion, how well do the vocational programs offered by the high schools and community colleges in your area (in your school district) prepare young people for jobs?

	% Public	% NSBA
Very well	17.6	19.5
Well	*	45.1
Fairly well	41.1	**
Not too well	14.7	20.4
Not well at all	8.1	5.2
Undecided/Don't know	18.0	2.7
No response	.2	3.1

* The response category "Well" was used only on NSBA survey
** The response category "Fairly well" appeared only on public opinion survey

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Table 3

National School Board Association Reasons

for More or Less Emphasis on Vocational Education

More	Percentage of Total Responding
For non-college bound	30%
Present program inadequate	26%
More extensive career counseling needed	13%
To become productive members of society	17%
Demands of job market	12%
Vocational education important	3%

Number responding more emphasis = 286

Less	
More general academic education needed	46%
Excessive cost of vocational education	18%
More emphasis on college bound/ gifted	14%
Due to the type of school	14%
Demands of job market	9%

Number responding less emphasis = 22

The questions on how well vocational programs are preparing young people for jobs did not yield as positive results as found for the previous questions. A majority of both groups of respondents (59 percent of the public and 65 percent of the NSBA members), judged the programs were preparing young people fairly well or better. There was not, however, the same strong endorsement of the most positive response alternatives. The public was far more undecided on the quality of programs than were school board members.

Appendix Table 6 presents an analysis of the public opinion respondents who were not satisfied with the vocational programs in their areas. These are the respondents who said the programs were preparing young people "not too well" or "not well at all. Most dissatisfaction was expressed by younger respondents (32 percent), those with a college degree (28 percent), those in executive-professional-managerial occupations (31 percent), those with family incomes of $25,000 or more (28 percent) those in the West (34 percent), and those with children twelve to seventeen years old (27 percent).

Question: Did you, yourself, ever take any vocational or other job preparation courses in high school or community college? (asked only in the public opinion survey)

	% Public
Yes	36.5
No	63.3
No answer	.2

Slightly more than a third of the adult population reported participating in vocational preparation courses while in high school or community college. The analysis presented in Appendix Table 7 shows that participants were found in larger proportions among respondents who were younger, have more education (but not college graduates), work in skilled trades or in executive-professional-managerial occupations, have higher incomes, live in the North Central region and cities, and are white. Lowest percentages of participants were found among those now sixty and older, retired, with less than high school education, with less than $ 7,000 annual income, living in the South, living in rural areas, and who are non-white.

Question: (For those persons who reported taking vocational or other job preparation courses) How useful did this training turn out to be?

	% Public
Very useful	55.7
Somewhat useful	29.9
Not too useful	6.8
Not useful at all	5.3
Undecided/Don't Know	1.5
No answer	.8

A large majority (80 percent) of those who took job preparation courses reported they were very or somewhat useful. A larger percentage of women (65 percent) than men (45 percent) said their training was very useful. Those who were most likely to be dissatisfied (responses of "not too useful" or "not useful at all") were young men twenty-nine years of age or less (20 percent), women sixty years of age or older (20 percent), residents of the West (19 percent), and housewives (17 percent).

The respondents were asked about their present interest in vocational courses, as indicated in the following question.

Question: Are there any courses, like those on the card (Appendix Table 1), that you would like to take at the present time if they were available?

	% Public
Yes	34.5
No	62.3
Don't know	2.0
No answer	1.2

The results on this question indicated a substantial degree of interest in taking vocational education courses. As shown in Appendix Table 8, interest in taking occupational courses was highest among eighteen to twenty-nine year olds, those residing in the West, those living in suburbs, and persons with children. The least interest was expressed by persons 60 years of age and older, who had not graduated from high school, had family incomes under $7,000 per year, resided in rural areas, and had no children.

Question: Would these courses be job-related, either for your present job or a future job, or would they be for some other reason, not job related? (Asked only of respondents who indicated in the previous question they would be interested in taking vocational courses)

	% Public
Job-related	58.5
Not job-related	40.5
Don't know	1.0
No answer	0.0

A clear majority of the respondents who expressed interest in taking occupational courses indicated the courses would be job-related. However, a substantial minority said they would take the courses for other nonjob-related reasons. Younger respondents, skilled trade workers, those making between $7,000 to $9,999 per year, and those with children expressed the most interest in job-related occupational courses.

Relationship Between Family Income and Participation in Vocational Education

The effect of vocational preparation upon subsequent earnings has long been debated. The data collected in the public opinion survey allowed an exploratory examination of this relationship with a representative national sample. It was only exploratory because it was not possible to ask questions on the personal income of respondents. The questions on vocational education were part of a larger survey with a number of different clients and the survey organization was unwilling to include specific questions on personal income for only one of the clients.

It was possible, however, to identify those respondents who were the primary wage earners in their families and to compare the family incomes of those who reported they had or had not received vocational preparation. This analysis is not precise, because others besides the primary wage earner may have contributed to family income. This analysis, therefore, is at best a very tentative exploration of possible relationship.

The analysis divided the respondents into four groups by level of educational attainment: attended high school, graduated from high school, attended two-year college, and graduated from a two-year college. Each of these groups was further divided into those who reported taking vocational or other job preparation courses and those who said they did not take such courses. Means and standard deviations were calculated for each group and t-tests were computed comparing within each educational level respondents with and without vocational training. Table 4 presents the results of these computations.

Vocational training was associated with higher family income at all four educational levels but the differences within these levels were not statistically significant at the .05 level. When the four educational categories were combined, however, the difference between those who reported vocational preparation and those who did not was significant at the .05 level. That is, the family income of respondents who were the primary wage earners in their families was higher for those who reported receiving vocational preparation than for those without such preparation.

Table 4

Family Income by Educational Attainment of Respondents

with Two Years of College or Less, Who Had or Had Not Received Vocational Preparation

Income	Some High School		Completed High School		Attend 2-Year College		Completed 2-Year College		Total	
Ranges	Voc.	Non.	Voc.	Non.	Voc.	Non.	Voc.	Non.	Voc.	Non.
	%	%	%	%	%	%	%	%	%	%
$5,000	13	18	6	11	4	8	3	5	7	12
$5,000-9,999	33	42	28	29	22	22	12	26	26	31
$10-14,999	21	15	22	20	20	30	30	15	22	20
$15-19,999	10	13	22	18	29	16	15	23	22	17
$20-24,999	12	6	11	12	10	12	18	10	12	11
$25-29,999	10	5	9	6	14	14	15	13	11	8
$30-34,999										
$35-39,999										
$40-44,999[a]	1	1	2	2	0	0	3	3	2	2
$45-49,999										
$50,000+	0	0	0	1	0	0	3	5	.4	1
Number	52	95	125	309	49	51	33	39	259	394
Mean[a]	$10,915	$8,600	$12,429	$11,591	$13,400	$12,500	$16,450	$15,450	$12,800	$11,350
SD[a]	9,078	7,877	8,582	9,247	7,746	8,097	10,496	11,979	8,943	9,433
t	1.55, $p > .05$		.83, $p > .05$		.57, $p > .05$		.38, $p > .05$		1.98, $p < .05$	

Note: Percentages may not sum to one hundred due to rounding.
[a]Mean and SD calculated assuming equal distribution of responses through $5,000 intervals.

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TECHNICAL APPENDIX

Appendix Table 1

Public Opinion (Caravan) Survey Questions and Response Options

January, 1979 Survey

Question 1: In your opinion, how important is it for the schools to provide students with opportunities to learn occupational skills? Would you say it is . . . ?

Response Options :
- Very Important
- Somewhat Important
- Not Too Important
- Not Important At All
- Undecided/Don't Know

Question 2: Do you think the schools should give more or less emphasis to career preparation through vocational education programs or is the present emphasis about right?

Response Options :
- More Emphasis
- Less Emphasis
- Present Emphasis About Right
- Undecided/Don't Know

Question 3: How well do the vocational programs offered by the high schools and community colleges in your area prepare young people for jobs? Would you say . . . ?

Response Options :
- Very Well
- Fairly Well
- Not Too Well
- Not Well At All
- Undecided/Don't Know

Question 4: Did you yourself ever take any vocational or other job preparation courses in a high school or community college?

Response Options :
- Yes
- No

Question 5: (asked only if the respondent answered "Yes" to Question 4): How useful did this training turn out to be? Was the training . . . ?

Response Options :
- Very Useful
- Somewhat Useful
- Not Too Useful
- Not Useful At All
- Undecided/Don't Know

Appendix Table 1 - (Continued)

July, 1979 Survey

Question 1: Did you ever take any courses like those shown on this card when you were in high school or in a training program after high school?

Exhibit Card:

Vocational Preparation Courses

Agriculture:	such as agricultural production, ornamental horticulture, agricultural mechanics, etc.
Distributive Education:	such as advertising, general mechanics, real estate, etc.
Health:	such as medical or dental assistant, practical nursing, etc.
Home Economics:	prepare students for paid employment such as food service, child care, clothing production, etc.
Office or Business:	such as accounting, stenography, filing, office machines, etc.
Technical:	such as electronics, civil, or mechanical technology, etc.
Trade and Industry:	such as auto mechanics, cosmetology, carpentry, etc.
Response Options:	Yes No Don't Know No Answer

Question 2: (asked only if respondent answered "Yes" to Question 1) Where did you take these kinds of courses--in high school, community college, or somewhere else?

Response Options:

(1) High school or vocational/technical school
(2) Community college or technical institute
(3) Other
Both "1" and "2"

Appendix Table 1 - (Continued)

Both "1" and "3"
Both "2" and "3"
All Three: "1", "2", and "3"
Don't Know

Question 3: Are there any courses, like those on the card, that you would like to take at the present time if they were available?

Response Options:
Yes
No
Don't Know
No Answer

Question 4: Would these courses be job-related, either for your present job or for a future job, or would they be for some other reason, not job related?

Response Options:
Job-related
Not Job-related
Don't Know
No Answer

Appendix Table 2

National School Board Association
Survey Questions and Response Options

Question 1: In your opinion, how important is it for the schools to provide students with opportunities to learn occupational skills?

Response Options :
- Very Important
- Important
- Not Too Important
- Not At All Important
- Undecided/Don't Know

Question 2: Do you think the schools in your district should give more or less emphasis to career preparation through vocational education programs?

Response Options :
- More Emphasis
- Present Emphasis is Appropriate
- Less Emphasis
- Undecided/Not Familiar Enough to Judge

:
- If answered More, why do you feel there should be more emphasis?

:
- If answered Less, why do you feel there should be less emphasis?

Question 3: In your opinion, how well do the vocational programs offered in your school district prepare young people for jobs?

Response Options :
- Very Well
- Well
- Not Too Well
- Not Well At All
- Undecided/Don't Know
- We don't offer any vocational eduction programs

Appendix Table 3

Percentage of National School Board Association Members Who View Vocational Education as Very Important by Age, Sex, and Income

Age	Percent
22-37	38%
38-42	51%
43-47	60%
48-53	66%
54-58	64%
59-63	70%
64-75	68%

Sex	Percent
Male	62%
Female	50%

Income	Percent
0-$4,999	25%
5,000- 9,999	73%
10,000-19,999	64%
20,000-29,999	54%
30,000-39,999	61%
40,000-49,999	60%
50,000-59,999	50%
60,000-up	56%

Number completing questionnaires = 830

Appendix Table 4

Public Support for More Emphasis on Vocational Education by Selected Characteristics

Age	Percent	Education	Percent
18-29	82	Less than H.S.	74
30-44	80	H.S. Graduate	79
45-59	76	Some College	83
60 and older	69	College Graduate	72

Head of Household Occupation	Percent	Household Income	Percent
Exec., Prof/Mgr.	77	Under $7,000	70
White Collar	80	7-10,000	80
Skilled Trade	83	10-15,000	79
Semi-Skilled	77	15-25,000	80
Retired	69	25 and over	80

Region	Percent	Race	Percent
North East	82	White	75
North Central	73	Non-white	90
South	78		
West	76		

Number interviewed in January, 1979 = 2,083

Appendix Table 5

National School Board Association Members Who Supported More Emphasis on Vocational Programs by Selected Characteristics

Age	Percent
42 or less	35
43-47	49
48-53	51
54-58	45
59-63	51
64-75	32

Sex	Percent
Male	46
Female	38

Income	Percent
0-$4999	50
5000-9999	64
10000-19999	42
20000-29999	46
30000-39999	46
40000-49999	44
50000-up	38

Hours Per Month Spent on Matters Related to School Board	Percent
0-8	44
9-15	42
16-22	47
23-80	39
over 80	57

Number completing questionnaires = 830

Appendix Table 6

Percentage of Public Opinion Respondents Who Indicated That Schools Are Preparing Student Not Too Well or Not Well At All for Jobs by Selected Characteristics

Age	Percent	Education	Percent
18-29	25	Less than H.S.	18
30-44	26	H.S. Graduate	23
45-59	23	Some College	28
60 and older	17	College Graduate	27

Head of Household Occupation	Percent	Household Income	Percent
Exec., Prof/Mgr.	31	Under $7,000	17
White Collar	22	7-10,000	24
Skilled Trade	23	10-15,000	27
Semi-Skilled	24	15,25,000	21
Retired	15	25 and over	28

Region	Percent	City Size	Percent
North East	20	Rural	14
North Central	23	Suburb	23
South	19	Total City	25
West	34		

Race	Percent
White	23
Nonwhite	23

Number interviewed in January, 1979 = 2,083

Appendix Table 7

Percentage of Public Opinion Respondents Participating in Vocational Training by Selected Characteristics

Age	Percent	Education	Percent
18-29	48	Less than H.S.	21
30-44	41	H.S. Graduate	43
45-59	33	Some College	53
60 and older	19	College Graduate	36
Head of Household Occupation	**Percent**	**Household Income**	**Percent**
Exec., Prof/Mgr.	46	Under $7,000	23
White Collar	42	7-10,000	33
Skilled Trade	49	10-15,000	40
Semi-Skilled	28	15-25,000	42
Retired	20	25 and over	47
Region	**Percent**	**City Size**	**Percent**
North East	37	Rural	32
North Central	41	Suburb	34
South	32	Total City	41
West	37		
Race	**Percent**		
White	37		
Non-white	29		

Number interviewed in January, 1979 = 2,083

Appendix Table 8

Percent of Public Opinion Respondents Who Would Like to Take Vocational Courses by Selected Characteristics

Age	Percent	Level of Education	Percent
18-29	49	Less than High Sch.	25
30-44	42	H.S. Graduate	39
45-59	31	Some College	41
60 and older	9	College Graduate	38
Household Income	**Percent**	**Geographic Region**	**Percent**
Under $7,000	22	Northeast	32
7,000-9,999	38	North Central	36
10,000-14,000	40	South	31
15,000-24,999	38	West	42
25,000-40,000	40		
City Size	**Percent**	**Family Composition**	**Percent**
Rural	25	No Children	28
Suburb	38	With Children	45
Total City	32		

Number interviewed in July, 1979 = 2,054